Disadvantaged Groups

→ Psychological impact of being disadvantaged
  (i) Cognitive Ability
  (ii) Personality
  (iii) Motivation
  } → 15

→ Consequences of disadvantage — 15

→ Distinction bet. Deprivation & Disadvantage

→ Educational intervention to overcome -ve effects of Deprivation & Disadvantage — 15

→ Motivational consequences of disadvantage — 10

→ How to motivate these groups to come out of disadvantage — 10

The term disadvantage implies denied access to the tools needed for self sufficiency.

It is a group phenomenon & people see themselves as disadvantaged to the extent that they are denied access to and the use of the same tools found useful by the majority of the society. A situation of disadvantage emerges due to the presence of barriers to self sufficiency. These barriers are the ways people are denied access to the needed tools and include (i) unavailability of resources.

Resources such as employment, capital, etc. may be unavailable in sufficient quantity to certain groups

(ii) Inaccessibility of resources → Even if available resources could still be inaccessible to certain groups because of cost, location, distance, etc.

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SHOUT
SHARE
IT

(iii) Society's regard for the groups

These groups are derided, unappreciated or devalued by the larger society.

(iv) Govt. Practices

Institutionalised responses to the plight of certain groups may be inadequate

(v) Corporate Practice

The labour or other forms of contribution of some groups may be undervalued in the market place.

(vi) Conditions of the group

Certain features of the disadv. group itself may make it difficult for them to get access to the needed tools eg. their value system may make it difficult for them to accept the tools offered by the larger society.

A.K. Singh → Acc. to him, the term 'social disadvantage' refers to all the sociogenic variables that prevent or hamper the development of natural potentialities of a group. It is synonymous with the term sociocultural deprivation and includes variables like lack of opportunities for schooling, slum living, etc

- Biogenic → some kind of biological limitation
- sociogenic → social limitation
  eg. ghetto living

- Deprivation → comes from the word 'to deprive' & literal meaning is to disposses. It implies felt loss. Deprivation means or refers to the deficits

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in the individual's env. which not only exist but infact are present to the deg. that they hamper individual's effective functioning in his env.

There are 3 prominent types of deprivation:

(i) Economic Deprivation

↳ It is synonymous with poverty & it refers to relative lack of accessibility to the resources and/or inability to utilise the available resources for the well being of oneself.

(ii) Social Deprivation

It is characterised as the condition in which particular external and internal factors merge together to narrow down person's behavioral alternatives for achieving self fulfillment.

(iii) Cultural Deprivation

It refers to substandard living conditions and/or discriminations which prevent certain individuals from participating in the cultural achievement of their society.

These 3 types of deprivations are not watertight compartments or mutually exclusive categories. Therefore, the terms like socio-cultural & socio-economic dep. are in vogue.

(i) Mishra & Tripathi
(ii) Sharma
(iii) A.K Singh
(iv) Tiwari
(v) McClelland
(vi) Shanmugam
(vii) Dhapola
(viii) Usha Shree
(ix) Lerhan
(x) Sinha

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* Mishra & Tripathi
  - (i) Absolute vs Relative Deprivation
  - (ii) Objective vs Subjective "
  - (iii) Organismic vs Environmental Deprivation
  - Prolonged Deprivation

Group
↓ subjected to
Deprivation
↓ over a long period of time
Group enters the condition of disadvantage

↑ deprivation is automatically sustained

⇒ Now it will be very difficult to bring the group out of deprivation.

⇒ Deprivation is a process & Disadvantaged is a condition

* Organismic → No organic input eg. food not available

* Env. → In your env. the things req. for psychological dev. are missing eg. school

* Absolute Dep. → Povert line
  - cutoff is there

* Relative " → Subjective judgement of you & your group

* Objective " (Absolute) → When we know what is adequate or not
  - decided by some one else, we can set a cutoff line.

* Subjective " (relative) → when the person knows what is adequate or not ; the individual will set his own cutoff

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In subjective, individual believes that he is deprived.

Relative dep. can be egoistic (↑ individual is involved) or fraternal (↑ group is involved)

- Both dep. & disadvantage have 3 aspects (cog., personality & motivation)
  But disadvantage is more intense.
- Sometimes the words are used interchangably
- Prolonged dep. ⟶ Disadvantage

* Consequences of Deprivation

(both disadvantage & dep ~~are~~ have same consequence)
↓ more intense

(i) Economic ⟶
a) Unemployment
b) Debt
c) Child Labour
d) Unproductive Expenditure
e) Low possession of assets
f) Poor Quality of life
g) Ghetto living & schooling opportunities absent

(ii) Social ⟶
a) Gregariousness
↳ cluster formation eg. community colonies
b) Narrow World View
c) Helplessness & Hopelessness
d) Large Family Size
(conflict & Tension)
e) Poor control over children
f) Marginal membership in the society
g) Subject to various kind of social disabilities

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(iii) Physical ⟶ a) Low stamina
b) Vulnerability to illness
c) ~~Morbidity~~ Mortality rate high
d) Low Bodily strength & fitness
e) Undernourishment & malnourishment
↳ (imbalanced diet)

* Psychological Impacts

* Cognitive ⟶ (i) Intelligence
(ii) Memory
(iii) Perception
(iv) Problem Solving
(v) Verbal Ability
(vi) Cognitive Competence

* western study ⟶ Middle class vs Lower class [class based]

* Indian " ⟶ Upper caste vs lower caste [caste based]

(i) Intelligence

↳ ~~foster/no~~ children reared with parents vs foster homes (from orphanage)

↳ prosperous neighbourhood ⟶ +ve impact of intelligence

↳ Early adoption ⟶ better intelligence [cumulative effect of dep.]

↳ Better socio-cultural conditions of foster homes ⟶ better int.

↳ Thus, env. plays imp. role in intelligence.

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1) SES (Socio economic status)
2) Residential areas
3) Social class
} as the become lower, more decline in intelligence

• When it comes to intelligence ⟶ more (prolonged) you live in deprived conditions, greater is the decline in intelligence.

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Bayley → more delay in transfer from orphanage to foster home → more decline in intelligence

(ii) Memory

Lower class < UC / MC

Lower caste < Upper caste

In lower class
a) Strategies of memory not taught
b) Parents do not ask questions that make them to use their memory

(Glassman / Samant)

(iii) Verbal ability

a) Vocabulary
b) Sentence construction
c) Verbal reasoning

} (Poor in LC) Shafiro & Marjoribanks & Rath

(iv) Perceptual ability

a) Depth perception
b) perceptual identification
c) " conceptualisation
d) size estimation

} (Poor in LC) Sinha etal

(v) Cognitive competence

↳ Bee
↳ Mishra & Tripathi

⇒ In LC
They may have same potential intelligence but actual intelligence is lower due to lack of stimulation in their env.

(vi) Poor problem solving skills in LC → Low exposure to PS strategy, experience, etc.

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* Personality & its correlates

(i) Personality as a whole
(ii) Anxiety
(iii) Self concept

(i) Personality as a whole

Impoverished Environment → Behavioral Inadequacies → Intesify poverty → (back to Impoverished Environment)

* Hess → Mother-child interaction is the socialization of apathy & underachievement (in deprived groups)
[Absence of +ve reinf.]

* AK Singh → Deprived conditions produce 'Psychology of Puppet'
- ↳ Helplessness
- ↳ hopelessness
- ↳ pessimism
- ↳ fatalism
- ↳ Apathy

- Rath found that there is a +ve correlation bet. social conditions that prevail & personality dimensions that develop.
- Personality dimensions → functional resultants of prevailing social conditions.

In Lower caste children → (i) Higher deg. of neuroticism
(ii) " " " insecurity

* Hess → In LC → (i) Pessimism
(ii) Inefficacy
(iii) Low self esteem

* Inefficacy → Performance accomplishment, emotional arousal high role models, no encouragement from parents

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* Dhapola → Low need for achievement & change.

• Confident person will have high need of change

(ii) Anxiety

↳ Trait Anxiety
↳ State "

} Both high in deprived groups

(Shanmugam) → HC better adjusted as compared to LC

Tiwari → prolonged depression, higher anxiety

(iii) Self concept

(knowledge about yourself)

↳ Deprived children have -ve self concept

↳ Rath & Circar → higher caste holds -ve attitude towars lower caste

↓

The LC people psychologically internalise this attitude of HC

↓

LC → low self concept

• Dhapola → LC have problem in interpersonal attitude & social extension of self (for welfare of society)

* Motivation & its correlates

↳ Need for achievement will require stimulus from the env. → Lower need for achievement leads to lower motivation.

↓

⇒ Social motivations needs stimulus in order to be expressed.

(McClelland) → Low Socio Economic Status → Low need for achievement

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• Achievement Motivation → realistic goals
→ Efforts

Ojha & Jha → Joint family
→ preference for bureaucratic occupation
→ low SES

⇓
low Achievement Need

(i) Nuclear family
(ii) Entrepreneurial Orientation
(iii) Middle class SES
} High Achievement Need.

⇒ Udai Pareek → Poverty in terms → Helplessness
→ Deprivation

→ Motivation pattern induced by poverty

→ It produces → a) Low need for achievement
b) " " " extension (come together for common goal)
c) High need for dependence
↳ a) Over conformity
b) Excessive fear of failure
c) Seeking favors from superiors
d) Avoidance Syndrome

* Sinha etal studied the coping strategies of first generation University students

↳ They used to externalise success & internalise failure
⇓
Success was not reinforcing whereas failure was debilitating

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Externalised success → superstitions
↳ mediating mechanisms → God
↳ Teaches benevolence

They became self critical → Discouragement

- Time orientation (Ushashree)

↳ Disadvantaged children do not internalise motivation to achieve academically & have not learned to work for delayed gratification of reward.

*Lerhan → They are less futuristic
→ They exhibit little planning for future
↳ Quick sequences of tension & relief

* Incentive

↳ goal objects that lead to goal directive behavior.

Disadvantaged children (Sharma etal) → i) Immediate reward
ii) Material ,,
[In HC → symbolic reward]

* Level of Aspiration (LoA)

↳ Indicate i) energy spent in achieving the goal
ii) adjustment levels

- Katz → (Lower class) They are socialised to self imposed failure

- Rath → (i) Deprived / Disadvantaged children

low levels of aspiration regarding → Income
→ Occupation
→ Education

(ii) +ve correlation bet. children's low levels of aspiration that children hold & similar low levels of aspiration of their parents.

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This shows that intervention should happen at home level & not just school level.

- Mishra & Tripathi

Mishra → unrealistic & low aspiration → perpetual frustration

* Educating Disadvantaged Learners

* Characteristics of disadvantaged learners:

(i) Short Attention Span

(ii) Poor memory

(iii) Poor symbolic interpretation

(iv) Poor concept of relative size → due to sameness in their env.

(v) Poor verbal skills → less likely to learn from verbal instructions

(vi) Less likely to approach others for help
(In their env. elders hardly have helped them)

(vii) Low self esteem → due to persistent failure

(viii) Poor auditory skills → In their env., more non verbal comm & also sameness of env.

(ix) Poor capabilities for generalisation & Abstraction

(x) Poor visual discrimination

(xi) Do not have the knowledge of the ground rules necessary for success in school examinations.

(xii) Cannot use language in a flexible manner

* Challenges in educating disadvantaged learners

(i) Teacher's Apathy → Higher caste teaching lower caste (students cannot identify with the teacher)

(ii) Poor Motivation

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(ii) Peer hostility

(iii) Curriculum promotes middle class values, no practical bias

(iv) Infrastructural Bottlenecks

(v) Double Bind

eg. Heads I win, tails you lose

↳ child tries to escape in this situation

(vi) Language Problems

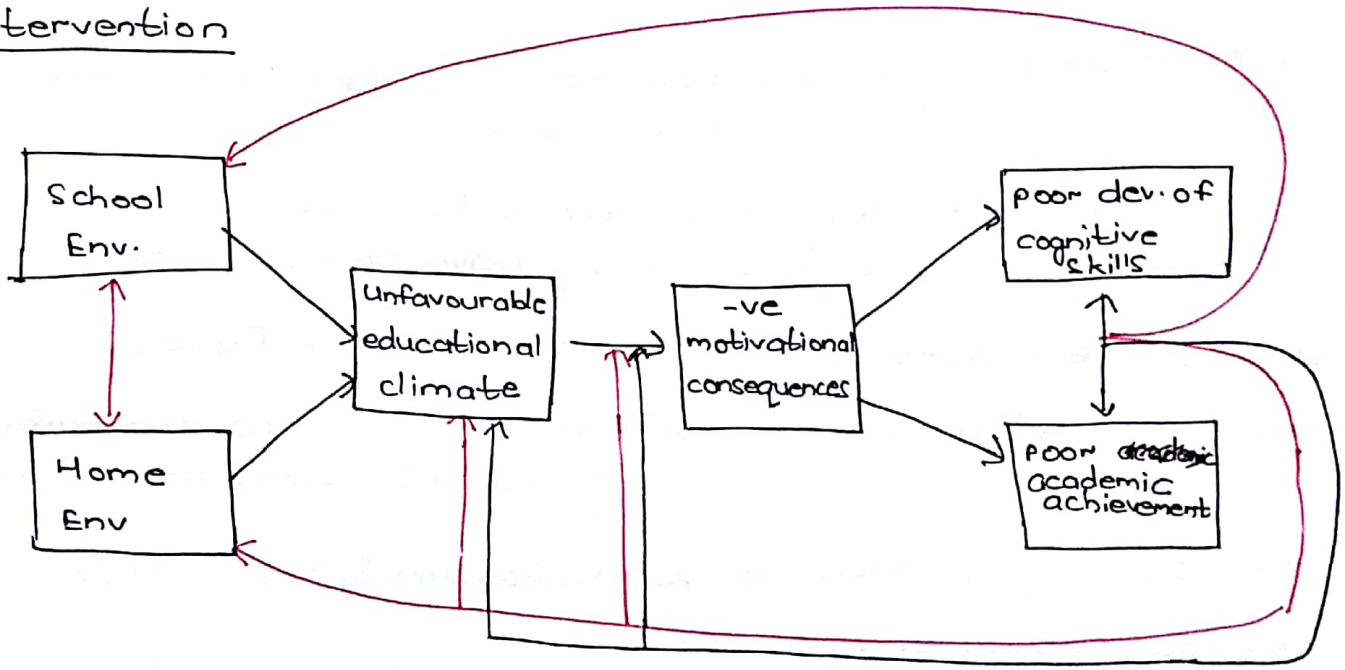
(vii) Lack of Parental Support

↳ parents have little conviction that school can help their children

↳ education will take 10-12 years before preparing their children for earning

↳ lack of aspirations (Rath's study)

* Intervention



*(i) Intervention should be at both home & school level

(ii) Instruction must be remedial in nature

(iii) Earlier intervention, better it is.

(50 % cog. dev → 0 - 4 years)

(30 % " " → 4 - 8 ")

(20 % " " → 8 - 17 ")

original model of ↑ Mishra & Tripathi
↑ Sir's addition

(iv) Earlier intervention is necessary also because child's habit patterns, interest areas & methods of learning are

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shaped in early child.

(b) Once the cognitive style has developed, it is difficult to replace it with new & effective cognitive style.

(c) Pre-school years should serve as a bridge bet 2 cultures → Home & School. If the child is exposed to the school suddenly without preparing him, he may get a culture shock.

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Educating the Disadvantaged Learner

(i) Home Env. → a) attitudinal reorientation of parents towards education
⇓
through adult education programmes

→ This reorientation is imp. as child's aspirations are nothing but an internalised projection of similar aspiration by their parents

- Ruth

→ b) Involvement of mother in the children's education
↳ mothers can provide stimulating env. for their children

→ c) Need is to convince the parents that curriculum will not uproot the child from his culture.

→ d) Economic incentive for parents who send their wards to the school.

→ e) Provision for frequent parent-teacher interaction → This will motivate both Parents & children

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(ii) School Env.

↳ a) Teaching Methods
b) Teaching Agent
c) Curriculum
d) Peer group

a) Teaching methods → programmed learning
↳ self pacing
↳ Immediate feedback
↳ Item Branching
↳ Learner's Record
↳ Active Participation
↳ Regular Testing

* Challenges in teaching disadvantaged children:
a) Language
b) Abstract task like mathematics

- For Abstract tasks, use concrete representation
- For language → Synonimity
  ↳ tell synonyms of difficult words and how they are used in everyday life during conversations.
  → Use puppets
  (you are able to project your speech without personal exposure

b) Teaching Agent
↳ Pygmalion in the classroom (Rosenthal & Jacobson)
↳ Gollum effect
↳ Gottlieb → A study in a school where most of the students were low SES blacks

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- In the school when white teachers were asked the reason for their low job satisfaction → They told poor quality of students

- Black Teachers when asked the same → They told poor infrastructure

When black Teachers were asked about the students they said → fun loving, active, energetic.

White teachers said → adamant, rebellious, indisciplined.

∴ Change agent should be from same community as the students → rapport building will be easy & intervention by teacher will be more useful.

⇒ Teacher should be happy in the env. of the school and should also have an understanding of the env. from which the children come.

(iii) Curriculum

↳ practical bias
↳ culture specific
↳ It should not be very tightly structured
↳ provision for psychological counselling
↳ sufficient scope for recreation
↳ provision of mid day meal
↳ It should be remedial in nature (as disadvantaged children's personality profile is already in poor condition)
↳ small classes
↳ Grouping → groups should be made as per their cognitive abilities.

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(iv) Peer group

↳ To save them from peer hostility, there should be special schools atleast till they have some stability.

* Motivating the disadvantaged Learners

- Reasons for poor motivation

(i) External locus of control
(ii) Low self efficacy
} due to → History of failure
→ absence of rolemodels
→ poor support system
→ Domestic responsibilities

(iii) Faulty Appraisal
(iv) Attributional Errors
} → due to reality distortion that at times is practised in family
→ discouragement by teachers
→ peer hostility

* Techniques used

(i) Response Shaping
(ii) Stress Inoculation Therapy
(iii) Use of +ve self talk & imagery
(iv) Training in realistic goal setting
(v) Relaxation Training
(vi) BCT & RET
(vii) Reattribution Training

⇒ If intervention is done late → Its effect will be less

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